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ABSTRACT

This teaching guide presents a description of the inquiry method as applied to the study of India. Some specific techniques are presented that might be employed to use India-related materials for secondary level Asian studies. The inquiry learning method is emphasized, in contrast to most materials on the study of India which offer a traditional, historical approach. Some basic principles of inquiry with examples of how they can be applied to the Indian unit are described in the first section. The second section discusses materials that can be employed -- maps, pictures, readings, and data. The third section describes some values clarification techniques that work well with India materials. The final section explores the need for revisions in evaluation, and suggests possible tools for testing and evaluation. Source materials are recommended and illustrated throughout. (Author/ND)

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Service Center Paper on Asian Studies

No. 9

INDIA THROUGH INQUIRY

An Examination of Strategies and Resources

By
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November 1974

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STATEMENT OF PURPOSE

This is one of a series of papers of the Service Center for Teachers of Asian Studies. The Center was established by the Association for Asian Studies (AAS) in 1971 as a direct response to the growing need of the AAS to give more attention to the needs of elementary and secondary school teachers who are teaching about Asia.

The Center's primary activity is to act as a clearinghouse, to attempt to identify the existing and continually emerging print and non-print materials on Asia at the pre-collegiate level, and to give guidance to teachers as to the best available materials for the particular needs of a given teacher or a given school situation. To help fulfill this function, the Center publishes a thrice-yearly newsletter, FOCUS ON ASIAN STUDIES, and this series of "Service Center Papers on Asian Studies."

It should be stated that while the Center is making these papers available to classroom teachers and other interested persons, the contents of each paper should be attributed exclusively to its specific author.

INTRODUCTION

In recent years, as the popularity of Asian studies has increased, publishers have begun to produce a wide variety of texts and audio-visual materials. Although China and Japan are receiving most of the attention, some excellent resources related to India are now available. Since one of the most pressing needs of teachers is gradualiy being satisfied, many are preparing innovative lessons and organizing their own units. Using suggestions from publications of the Asia Society and the Association for Asian Studies, they have either effectively adapted the new materials to suit their individual teaching styles or they have developed completely new approaches.

At the same time, other teachers have found that they are unable to adapt their traditional methods to Asian studies courses and have received little guidance in seeking alternatives. Because most of their experience has been with courses organized chronologically, they are not comfortable with one that does not emphasize an historical approach. Some find that students respond to units on China and Japan but show little interest in India. More than one teacher of an Asian or Afro-Asian studies course has dropped India from the curriculum because of these disappointing experiences. As a result, many secondary school students receive inadequate instruction about almost one quarter of the world's population.

Since teaching about India has proven to be unusually difficult for some teachers despite the availability of some resources, there appears to be a need to explain some of the specific techniques that might be employed to use India-related materials creatively. In the pages that follow, the writer discusses an inquiry method with which he has had

some success during many years of secondary school and university teaching experience. While he recognizes that some teachers neither need, nor welcome, these kinds of specific suggestions, he believes there are many others who will find the emphasis on methodology helpful. The author hopes that he has effectively isolated the key elements of the method and explained them thoroughly enough for the interested teacher who might want to experiment with some of the techniques immediately.[1] In any case, he is confident that if a teacher consults the recommended books on inquiry, questioning techniques, and values clarification, he will be able to develop an instructional method that will be effective, not only in Asian studies, but in other areas of the curriculum as well.

In the first section there is a brief description of some of the basic principles of this method with a few examples of how they may be applied to the India unit. The second section discusses the variety of materials that may be employed. Ways of utilizing maps, pictures and written sources are explored and some samples of immediately usable data are provided.

Many teachers have found unusual success when they have combined an inquiry approach with exercises in values clarification. Although most authors have emphasized the importance of values education for its own sake, this writer has found that some of the purposes of values instruction can be achieved through its integration with content related to India. Happily, in this context these goals are the same as those that Asian studies teachers have always tried to achieve. The third section includes a description of some values clarification techniques that work well with India materials.

The final section explores the need for revisions in evaluation. Since the inquiry method attempts to achieve significantly broader goals than the traditional one, teachers need to develop more sophisticated tools for testing and evaluation. Some possibilities are suggested.

The author hopes that whether or not a teacher accepts the total thrust of this paper, he will at least be able to make effective use of the recommended and illustrated source material.

I. METHODOLOGY

A teacher of a unit on India would, hopefully, employ a wide variety of strategies to achieve his objectives. Movies, filmstrips, simulations, slide presentations, and lectures by specialists should be part of the plan. After scheduling these, and allocating days for orientation and testing, he will undoubtedly find that he has at least half of the total unit time still available for the "bread and butter" lessons for which no special activity has been planned. Since these lessons will be the heart of the instructional program in the unit, they should be carefully organized to achieve maximum benefit. The following recommendations may be helpful in that planning:

A. The typical lesson should develop from data made available only during the lesson itself.

Sometimes a social studies teacher fails to achieve his objectives during a class period because he has not precisely isolated the elements on which he intends to build his lesson. If he relies on homework assignments, or builds on material previously taught, he introduces into his lesson aspects over which he has little control. If homework assignments are not completed, or if students simply forget what they had learned, an otherwise well-prepared lesson could fail to achieve its goals. On the other hand, if the teacher develops his lesson from data he introduces during the period of instruction, he is exerting a controlling influence over the students' major source of knowledge. At the same time, by reducing the students' dependence on their memories, he provides equal access to the information that is central to the day's discussion.

Although the basic data is supplied to the students during the period, the lesson itself goes well beyond a simple examination of the distributed material. For example, in a lesson exploring the influence of geographic factors on the location of India's major population centers, although the teacher would supply the maps indicating the physical features, rainfall distribution, and location of population, the students would come to understand the significant relationships involved, only after he had arranged the data and posed the important questions. In a lesson where the teacher is interested in explaining the effects of language diversity on India's development, the students could be supplied with a map showing these divisions and a chart indicating the numbers of people speaking each of the languages indicated on the map. From this beginning, the teacher could move toward an analysis of the political, social, and economic effects of such language patterns. Throughout the lesson the teacher would be building on the information provided by the map and chart. In both of these examples the teacher supplied the major sources of student knowledge and thereby reduced their reliance on memory.

B. <u>In developing the lesson the teacher should employ inquiry techniques that require the students to move gradually from the literal to the more sophisticated levels of thinking</u>.

Although the teacher's goal in building lessons from distributed data is to engage the students in a sophisticated analysis of the material, he cannot move to that point immediately. In most lessons he should begin by asking very basic questions about the data. Only after he has determined that all the students understand the nature and the content of the materials should he proceed any further. Even then, he should move very carefully into questions involving translation,

interpretation, analysis, etc.

This process can be illustrated by assuming that this chart showing the electrification of Indian villages was distributed to the students at the beginning of the period:

Population Range	Number of Villages Electrified					Total Number in India
	1951	1956	1961	1966	1968	
Up to 9,999	3,580	9,886	25,358	44,380	60,932	567,217
10,000-49,999	600	1,140	1,590	1,810	2,022	2,114
50,000-100,000	115	136	138	139	139	139
Over 100,000	102	104	106	107	107	107
Total	4,397	11,266	27,192	46,436	63,200	569,577

(These figures include towns and cities. Source: India 1969: A Reference Annual, Ministry of Information and Broadcasting, Government of India, p. 288.)

In the average ninth grade class the teacher might begin by simply asking what information the chart provides. He may call on some of the slower students to answer such questions as: "How many villages with populations under 10,000 had electricity in 1956?" and then "Which types of villages were fully electrified in 1966?" Only after these kinds of questions have been answered correctly should the teacher move on to sophisticated ones such as:

1. Is there any pattern in the types of villages selected to receive electricity?
2. Has electrification proceeded at an even rate over the past twenty-five years?
3. How might the coming of electricity have changed life in a small village?
4. What are some of the other social and political implications of this data?

Although these questions would probably have to be further broken down for use in the secondary school classroom, students are capable of the higher level of thinking called for in these examples. The teacher can ensure success with this questioning process if he were to familiarize himself with one of the questioning taxonomies currently available.[2]

C. The course as well as the individual lessons should be organized around significant generalizations, understandings and concepts.[3]

Even a brief perusal of the current literature in the social studies will reveal extensive variations in the meanings given to such terms as: concept, understanding and generalization. The following definitions will govern their use in this paper:

A concept is a word or a phrase which has associated with it certain specific features. For India, concepts such as caste, stratification, communal groups and class will be important.

A generalization is a broad inclusive statement which serves as a principle or rule in the social studies. These statements have universal application, admit of no major exceptions, and contain no specific references to any particular places or times. In the study of India the following generalizations might be useful:

"Change does not necessarily imply progress."

"Geographic factors have a significant effect on the social life of a nation."

"The environment in which a person lives greatly affects his opportunities for personal growth and development."

An understanding is one or more summary statements containing the major thought or idea in a passage of content or teaching unit. Unlike the generalization, it usually has referents of time, place and people. Its immediate application is to some specific content. The following understandings are derived from content related to India:

"Attitudes toward work vary from community to community."

"The educated son of a peasant seeks alternative lines of work that are more dignified, though they may provide a lower income than farming."

"The great majority of intellectuals in India are alienated from the centers of public life."

Although understanding will be used in this paper to describe statements with specific referents, the reader realizes that most writers simply call them generalizations. The value in making the distinction lies primarily in helping the teacher to separate the goals of a course or unit from the objective of a single lesson. A generalization is normally the guide for the broader curriculm area. For example, "Family organization takes different forms in different societies," might be an appropriate generalization for an entire Afro-Asian studies course. As the teacher treats each new culture he would attempt to illustrate the truth of that statement. To do so in the India unit he would develop a lesson with an understanding such as, "Although the nuclear family has emerged in urban areas, the extended family is still the most common form of Indian family organization."

The understanding is not given to the students at the beginning of the period; it is rather the main idea that the teacher hopes to convey through a carefully prepared lesson. For example, if the teacher were developing the understanding related to family organization described above, he would distribute various types of data illustrating aspects of Indian family life. After analyzing the materials, the students might develop hypotheses, test their validity and draw conclusions. The latter should relate fairly closely to the teacher's understanding, but if the students suggest other possibilities, a different understanding could emerge. Though his lessons should always be carefully planned, the teacher should be prepared to modify his approach as the circumstances require. He should not use either the generalization or the understanding to inhibit student creativity.

D. Objectives for daily lessons should be stated in behavioral terms and should indicate very precisely the skill, attitude, or information to be learned.[4]

At the beginning of each lesson the teacher should have a very clear idea of what he expects students to learn during the period. This should be stated first as an understanding and then broken down into specific objectives. For example, in the lesson related to India's language diversity, the teacher might state the understanding as, "India's many languages influence the political, social, and economic development of the nation." The specific objectives could be listed in this way:

By the end of the lesson each student will be able to:

1. List five major Indian languages.
2. Rank the five languages with the largest number of speakers and locate them on the map.
3. Explain three ways that the language pattern affects the operation of the national government.

E. Lessons should include opportunities for students to develop process skills as well as learn content.

In addition to providing his students with an appreciation of India, the teacher should be helping them to acquire the skills necessary to approach other bodies of knowledge intelligently. While most teachers recognize their responsibility for instruction students in outlining, note taking, and map usage, they may not see their role in acquainting them with methods of organizing and analyzing new information. Techniques such as: categorization, inference-making, and hypothesis-testing are among those that require specific instruction. These skills should be taught as integral parts of daily lessons.

In the lesson dealing with Indian languages the teacher has an excellent opportunity to apply this approach. After the students have

examined the map and learned the basic facts about language distribution, he might ask them to suggest all of the possible effects of such a regional pattern. He should list their responses and, where necessary, lead them on to consider influences they may not have seen at first. After the list is pared down to eliminate duplications, the teacher might ask the students to suggest categories and place each of the items under one of the headings. To provide for maximum input this activity could be conducted in small groups. This type of exercise should help students recognize the power of categorization in helping them to understand a problem more completely.

Other process skills can be taught through the use of overlay maps showing India's physical features, annual rainfall, and areas of rice and wheat production. After the teacher has shown the maps separately and engaged in some low-level questioning, he might ask the students to make some hypothesis statements about the relationship between rainfall and the location of rice production. Students will probably respond with a statement such as: "Rice is grown only in areas of moderate or heavy rainfall." By placing both the crop and rainfall overlays on an overhead projector at the same time, the teacher can provide the students with an opportunity to verify their hypothesis. He then can solicit statements describing the relationship between wheat production and rainfall and between both crops and the physical features. In each case the "guesses" can be checked by combining the maps on the projector.[5]

It should be noted that, while the teacher is helping his students to deal with specific process skills, he is also providing them with a good deal of significant information about India itself. As important

as skill teaching is, it should not be completely divorced from the unit content. Devoting time to separate skills exercises is not recommended.

F. The teacher should not lose sight of the affective dimension.

If the teacher concerns himself only with behavioral objectives, questioning techniques, and skills instruction, the course will become mechanistic and irrelevant. He should use literature, art, and music as often as possible to achieve affective rather than cognitive objectives. He might intersperse his analytical lessons with ones related to the humanities, values and specific student interests. Consideration is given to the values education aspect later in this paper.

II. TYPES OF DATA

Because distributed materials play such an important part in the inquiry lesson, the teacher should familiarize himself with the many possibilities. The most common are those discussed below, but music, art, and artifacts should not be overlooked as additional variations:

A. MAPS

Some suggestions for using overlay maps were made in the first section. Two other ideas are:

1. Although primary attention should not be given to history in this unit, it is necessary to provide students with some appreciation of ways that the past has influenced the present. One way of doing this is to relate that history to the geographical features of the subcontinent. Using only a transparency showing the physical details of India, the teacher might begin by asking the students to identify the basic features and then "guess" how each might have influenced the

development of society. Through careful questioning the following understandings could be derived:

a. India has had minimal contact with her neighbors to the north and east.

b. The easiest approach to India is through the passes of the Northwest.

c. Conquering armies had difficulty holding the entire sub-continent.

d. The Ganges Valley was a natural attraction to armies and peaceful immigrants. It is an area of considerable cultural mixture.

e. The peoples of the sub-continent have tended to break off into smaller units. The north-south division is particularly important.

2. Slower students may be helped to understand physical maps better if the teacher would use a different media. He might select a few pictures that show mountainous, desert, and coastal regions of India. Students could be asked to match the pictures to the areas on the map where they might have been taken. More sophisticated lessons could match them to maps indicating vegetation, rainfall, etc.

B. PICTURES

Secondary school teachers should make better use of pictures than they do. Picture analysis can be a highly sophisticated activity and should not be confined to elementary school social studies instruction.

1. Many teachers will be surprised at their students' inability to use pictures imaginatively. They will often need assistance in recognizing:

a. The association between vegetation and heavy rainfall.

b. Evidence of different seasonal patterns in tropical areas.

c. The climate clues provided by different types of trees.

d. Culture clues in clothing, buildings, and other details.

2. Pictures provide the basis for a unusually interesting lesson that might be taught at the beginning of an Afro-Asian studies course. Using the set distributed by InterCulture Associates,[6] the teacher should select about a dozen taken in different parts of the world. Sets of the same pictures should be given to groups of three or four students. The group is asked to identify where each picture was taken (North America, Middle East, Latin America, Africa south of the Sahara, Europe, or Asia). After fifteen minutes of discussion the teacher should ask students to select those pictures that they found easiest to identify and then those they found the most difficult. This discussion will provide opportunities for the teacher to explore the methods that students use to classify peoples and cultures. After revealing the correct answers and establishing a "winning" group, he may want to probe some of the implications of the exercise. He undoubtedly will want to discuss why many of the students associated modern cities and industrialization only with North America and Europe or why they did not expect to find poverty in some of the "advanced" countries. At the end of the course, some of the other pictures in the set may be used to structure an informal post-test to measure student attitudinal changes.

3. Process skills can be effectively taught using pictures. The teacher should select four pictures of India showing mountains, desert area, rice paddy, and a fishing village. Students should then be asked whether, on the basis of the evidence in the pictures alone, they could

conclude that India is larger than the county in which they live. Instead of having them respond with merely a "yes" or "no," the teacher should provide them with the following alternatives:

a. almost definitely
b. probably
c. probably not
d. can't tell from the evidence

Although some students will be inclined to jump at the fourth response because, in fact, the pictures do not literally supply the answer, most will come around to a more thoughtful response. The problem becomes even more challenging when the teacher asks if the evidence demonstrates that India is larger than the state in which they live. Even if they live in a small state, this question will probably prove very difficult.

If there are a half-dozen sets of pictures available for this lesson, the teacher will find that this exercise can be done very effectively in small groups. He will learn a great deal about student thought patterns and weaknesses in observational skills if he sits in on some of the groups as they try to agree on a single answer.

4. Many teachers possess or have access to collections of slides taken in India. Even if these are presented in the typical travelogue fashion, they can be instructive and create considerable student interest. However, the imaginative teacher can capitalize on this rich resource by organizing and grouping the slides for use as data in inquiry lessons. For example, slides showing the variety of racial and cultural types in the nation can serve as an excellent introduction to India's diversity. Pictures of some of India's impressive architectural achievements provide the basis for a consideration of the many influences that have contributed to South Asia's development.[7]

C. CHARTS, GRAPHS AND QUESTIONNAIRES

1. Charts and graphs can provide very concise summaries of complicated information. Under the guidance of a patient teacher, students can learn to translate this data into useful knowledge. For example, students can learn a great deal from a chart derived from Behind Mud Walls 1930-1960.[8] The book demonstrates quite clearly that certain social practices in Indian villages remain the same, though other aspects of life might change quite dramatically. The following charts were developed from the text and do not appear in the book itself:

Agriculture

1930 - Sugar, wheat and a few vegetables were the chief crops. No chemical fertilizers used.

1960 - Cotton added; more farmers growing vegetables for home consumption and sale. Chemical fertilizers used. Government assistance provided; better seeds used by a few.

1970 - Better quality of seed widely used. Wheat yields nine times greater than in 1930 and is now a valuable cash crop; peanuts a valuable cash crop as well.

Transportation

1930 - People travel largely by ox cart. Two bicycles used by school children. No public transportation available to other villages.

1960 - Public and private buses connect village to nearby town but schedule is erratic. Adults own 56 bicycles and farmers and merchants use them to sell goods in town.

1970 - Most school children have bicycles. Most men going to town for business use them. Cycle rickshaws developed to carry two or three persons or deliver goods.

Education

1930 - Schools inadequate; teachers totally unprepared. Subjects irrelevant to students' lives.

1960 - Teachers and school generally improved. Curriculum stresses village and vocational problems. 128 of 306 eligible students are enrolled in school. At least half are Brahmins; no outcastes attend school.

1970 - All teachers have Teaching Certificates; elementary teachers have completed high school and high school teachers have at least two years of college. 12 boys attend high school in town; 15 are in college; one has received an MA and another a BA.

Social Life

1930 - People are reluctant to take life of any creature. Some would not even kill a fly; almost none would deliberately kill a rat.

1960 - No change

1970 - No change

1930 - Concept of dharma that each man has a place in life and that he must do his duty for that state in life is widely believed. Sons generally trained in trade of their fathers.

1960 - No change

1970 - No change

2. A questionnaire (even without answers filled in) can provide the reader with a significant amount of information about the people to whom it is going to be given. The following excerpts are taken from a census form used in a village in South India.[9]

Diet

How many times do they take meals in a day?

What are the main constituents of the food?

Is any article of food forbidden? If so, which and why?

What types of utensils are used in cooking: earthenware, aluminum, copper, brass?

Marriage

Has any inter-communal marriage taken place in your family?

What is the expenditure on marriage?

Is a dowry given? If so, is it in cash or kind?

Is the family in debt on account of this?

Religion

To what religion does the family belong?

What are the principal deities worshipped?

What is the expenditure incurred by the family on important religious festivals?

D. READINGS

While maps, pictures, charts, and graphs will lend variety to the teacher's lessons, he will undoubtedly find that on a day-to-day basis narrative material will be of the most use. He should seek readings that may be edited to a length of not more than 500 words. Material that is either written in dialogue form, or can be re-written that way, is the most useful because it can be easily dramatized, if desired.

1. The daily newspaper and other periodicals can be the source of many excellent items. Frequently, The New York Times has extensive news articles about India which often include interesting interviews on significant contemporary issues. They can usually be easily adapted into provocative materials for the classroom. Consider the possibilities of the following exerpt from the Times for August 1, 1974:

> Amhara, India - At dawn the peasants leave their mud huts in this Bihar village to go to the rice fields, where they work until dark without tractors or fertilizer.
>
> "We have been growing our crops this way for thousands of years," said Krishna Mohan Pandit, one of the guant, shirtless, impoverished men in the muddy fields. His father, an elderly appearing man, nodded diffidently and laughed.
>
> Father and son, like their neighbors and millions of others, are landless laborers. On good days the zamindar, or landowner, gives each 3 rupees, about 42 cents, which buys some rice and spices in the village.

"The zamindar gives us our house," the younger Mr. Pandit remarked. "We are in debt to him. We feel respect for him." . . .

Perhaps the most tragic people in Bihar are the young men, some of them half-educated and literate, who yearned to leave the rice fields for the cities. These yearnings have, in many cases, vanished.

"I don't see any hope any more," says Kirshna Mohan Pandit, whose father had saved enough money to send him to school up to the second year of college. "I had to leave school to earn more money. I left in 1971 when my wife had a baby. I tried Patna and Delhi, I tried and tried. I took examinations for jobs in business and government tests for a clerk's job. I looked for work, anything. But there was nothing. I came back to work with my father. . . .

"I wanted much to get a job," he said, speaking in Magahi, a local dialect. "It would have made my father so happy for me to work in the city. But so many others were looking for jobs, too.

2. Probably the most useful sources are books by Indians or perceptive visitors who include first-hand accounts of their discussions with the people. Kusum Nair's Blossoms in the Dust is one of the best examples of this type. It has the important advantage of including the actual dialogue of her many encounters with farmers in all parts of the country. Though some may disagree with her conclusions, she provides extensive raw material for discussion. Of particular interest is Nair's observation that poverty lowers a people's aspirations to get ahead. The following has been adapted from her book to illustrate this point and indicate her manner of presentation:

"If the government were to offer to give you as much land as you want, absolutely free of any charge, how much would you ask for?" I ask them. I repeat and clearly explain the magnanimous offer.

"You would like to have land of your own wouldn't you?"

"Yes." Many heads nod.

"Then how much?"

Samu is the first to speak. He is an old man. He has never possesed any land. There are five members of his family. But he

wants only one and one-third acres. He is precise. Even from that he says after some mental calculation, he would be prepared to share 50 percent of the produce with the mirasdar (landholder). Rangarajan is middle-aged, tall and slim. He also has five in his family to feed, and two acres would suffice. . . Vadival is a young man, clean shaven, one eye defective. I look to him more hopefully. But no, he also wants only two acres, the produce of which he is prepared to share on a 60/40 basis. . . And finally, it is the same story with another young hopeful - Velayuthan. There are nine in the family, and at present they are cultivating .3 acre. Yet he asks for only three acres on a 60/40 basis.

"Are you sure you would not like to have more? I ask again incredulously.

Yes, they are sure, quite sure. (pp 30-31)

3. There is a wide variety of other primary source data available including village surveys, reports on trials, and very thorough analyses of social life in many parts of the country. The teacher will find little difficulty selecting provocative readings from these documents.[10]

4. Some historical issues can be effectively developed by simply utilizing the available texts and anthologies differently:[11]

a. Short excerpts from the writings of Indian nationalists may be distributed and the students challenged to place their views on a scale running from conservative to radical. While such a lesson would teach students about a political opinion continuum, it would also help them to appreciate the wide range of opinion that characterized the Indian nationalist movement.

b. With advanced classes a teacher might want to distribute short summary evaluations of British rule drawn from Martin Lewis' The British in India (Heath). Students might be asked to place these opinions on another continuum that reflects the very different opinions of British rule.

III. A VALUES APPROACH

By using the maps, pictures, readings, and other data described above, the teacher should be able to make India more understandable to his students than he would have through a traditional approach. However, he may not at the same time succeed in showing how India and her people are directly relevant to the day-to-day lives of these students. Yet, such a goal is not beyond reach. Through a carefully planned values approach that links the Indian people and his students through their mutual concerns and aspirations, he can provide that relevance.

He might begin by selecting materials that focus on human behavior. These may be readings or audio-visuals, but they should have individuals in the process of meeting significant challenges as their principal theme. With this data in hand, he is ready to develop understandings and choose appropriate strategies.

A. TECHNIQUES

Since successful values lessons probably depend more on technique than content, the teacher should familiarize himself with a wide variety of specific strategies. Seventy-nine extremely practical exercises are described in Values Clarification.[12] Some can be modified for use in Asian studies classes. The following have proven to be particularly useful:

1. Brainstorming. Almost any lesson can employ this technique effectively. It simply involves encouraging students to provide as many answers or suggestions as possible to an open-ended problem. Answers are given freely; no effort is made to evaluate them as they are given.

Categorizing and streamlining activities take place only after all contributions have been made.

2. The Interview. After students have examined an episode, the teacher asks for a student volunteer to play the part of one of the characters described in the incident. The class and the teacher then ask the student questions about his or her life. The volunteer bases his answers on the previous reading and his own intuition. He may pass up any question he feels he cannot answer honestly. After everyone has had an opportunity to ask a question, the teacher may ask for other students to play any other roles described in the reading.

3. Alternatives and Consequences. If a reading presents a problem for an individual for which there are a number of options, students are asked to suggest those alternatives. After these are written on the board, the teacher asks the students to suggest the consequences that would follow from selecting each alternative.

4. "I am a person who. . . ." Prior to the distribution of a reading or dramatization, students are asked to respond to a series of questions that begin: "I am a person who . . ." This phrase is followed by a series of descriptions to which the students indicate their feelings:

I am a person who:

a. Would marry someone of a different religion Yes No Maybe

b. Would seek public office Yes No Maybe

c. Will have a different job than my parents Yes No Maybe

After students have answered perhaps ten or fifteen of these, they are encouraged to discuss with the rest of the class the ones about which they feel most strongly. After they have had a chance to discuss at least a few of the items, the teacher should distribute materials describing

the ideas or activities of an Indian individual. After a discussion of this data the students are again asked to respond to the "I am a person who" questionnaire. This time, however, they answer as if they were the Indian discussed in the lesson.

5. Values Voting. A voting technique can often be used effectively in a lesson. Sometimes it can measure student views on curriculum or contemporary issues. On other occasions it is interesting to use in role-playing situations. For example, students may be asked to act as an Indian village council dealing with a community issue. The voting process is given an added dimension through the use of the following categories:

Strongly agree / Somewhat agree / Somewhat disagree / Strongly disagree

6. "I learned" statements. Probably the simplest and most useful technique is that which has the teacher merely ask the students, usually at the end of the lesson, to make free comments on what they learned during the period. Ordinarily, the teacher calls on all students to respond, does not comment on their answers, and does not insist that everyone say something. At some point he should also contribute his own "I learned" statement.

These techniques will be useful in the India unit if they have previously been used to deal with personal as well as other curriculum areas. In order for them to be truly effective, the students have to be assured that there is a receptive classroom atmosphere in which to reveal their personal feelings. Once this is established, teachers will find it relatively easy tc integrate values exercises and specific curriculum content.

B. UNDERSTANDINGS

As in the other examples described in this paper, these lessons should be developed around specific understandings. In values lessons, however, the understanding usually relates to some aspect of human behavior that should directly concern the students in the classroom. The following are offered as examples of the possibilities. Supporting data and teaching strategies are presented for each one so that the interested reader can experiment without extensive additional research:

1. An Indian tenant farmer does not define his needs in the same way that we would.

In a lesson with this focus the teacher is interested in helping students to see that cultural conditioning affects how we define even the most personal of values. What we perceive as "logical" behavior may not appear so to someone in either another culture or a different economic position. After a preliminary discussion in which the students define the elements of the "work ethic" which motivates many in the United States, the following may be read or dramatized:

"How is it you are back so early? Are you not going to work for the rest of the day?"

"No," is the brief reply.

"Why?"

"I am tired."

He is a young man; has a wife and a child and one cow.

"How much have you been paid for a half a day's work?"

"One and a half seers of Jowar." (small amount of millet)

"But are you able to get work all the year round that you can afford to take it so easy?" I persist.

"No"

"Then what do you do when you have no work?"

"Sit at home and borrow and eat. What else can I do?"

"Why don't you work for the whole day when work is available and save for lean times?" I ask again, unable to restrain myself from offering gratuitous advise.

"Oh, I have to get grass for my cow. If I work in the afternoon as well, when will I get the grass for the cow?" he says, throwing away the still smoking stump of the bidi with a gesture of dismissing the debate.

It is not food alone that Balappa lacks for many days in the year. His clothes are torn and dirty, and his house is a small one-room mud hut with a thatch which his family shares with the cow. But he relaxes by the time it is noon, and of his own choice, does not go back to work even when it is available.

(Source: Blossoms in the Dust, pp 46-47)

In developing this lesson the teacher might ask a student volunteer to play the part of Balappa and have the other students interview him. Teachers will be surprised at the kinds of questions students will ask and the extent to which the student volunteer can handle responses. Interestingly, those who show only modest academic ability often shine in this role-playing situation. The teacher may want to follow up this activity with a consideration of alternatives and consequences to help students understand the limited options open to Balappa. To explore another aspect of his attitude the teacher might want to read the students the following:

> I visited a pariah village during the busy rice-harvesting season. The village was filled with chattering men and women. I asked the missionary, who knew these people well and spoke their language, why they were not working on a day when they could earn a good bit of money. He answered that a buffalo had died during the night and the people were all going to eat it.
>
> (Source: Piero Gheddo, Why Is the Third World Poor? (Orbis), pp 46-47)

After discussing the similarities in the two readings, the teacher may wish to conclude with some further thoughts on the "work ethic."

2. The caste system springs in part from a natural human desire to associate with those with whom we have the most in common and exclude those who are different.

One of the major responsibilities of an Asian studies teacher is to explain the reasonableness of unfamiliar institutions. Though it is not his role to praise or defend them, he should help students to see that those which are most popular in a culture serve important functions and are not easily changed. Some institutions, such as the caste system, will require special attention.

An exercise that may help to put the caste system in perspective asks students to list the names of people who have visited their homes in the last few months. After they have completed the list, the teacher might ask them to place a check mark next to those names which are of a different race from theirs, then another mark beside those who are of a different ethnic group, and finally one next to those who are of a different religion. The teacher can dramatize the result by compiling a total of all visitors to all homes in the class and then a total of check marks in each category. The results usually confirm the fact that most families invite to their homes people of relatively similar background. In the ensuing discussion, the teacher might have the students examine their lists again and determine if their families make distinctions between casual visitors and those with whom they dine. They might also look for similarities in economic backgrounds between their parents and those with whom they dine or play cards. When students recognize the extent to which all of us tend to discriminate in our selection

of friends, they may have taken a small step toward understanding the caste system.

A somewhat similar exercise can examine the practice of arranging marriages within the caste. Ask the students to list the religious affiliation, ethnic background, race, and education of each of their parents. The students should indicate where there are differences. In most classes teachers will find that most couples come from similar backgrounds. Students might speculate on how different the situation might have been had their parents not been free to select each other. This exercise should demonstrate that no one is completely free of cultural influences, even in this country, when he chooses his mate.

This type of lesson can be effectively concluded with each student making a "Today I learned" statement to give the teacher a clue to the effectiveness of the techniques employed and provide some useful ideas for future lessons.

3. Many aspects of a peasant's life are affected by his very limited possessions.

The purpose of this lesson is to help students to appreciate some of the gaps that separate them from the people they are studying. It may also help them to reflect a little on the place of material possessions in their lives.

To start, the students should list in two columns three modern conveniences they could most easily do without and three that they think they could least afford to give up. After a free discussion in which many of the students would have an opportunity to share their selections, the teacher would distribute the following chart:

Possession of Furniture

Caste	No. of Households	Number of households possessing: string cots	chair	table	mirror
Jat	40	40	4	3	14
Chamar	10	10	4	1	5
Bhangi	7	7	0	0	0
Nai	2	2	0	0	0
Brahmin	1	1	0	0	0
Totals	60	60	8	4	19

(Source: Census of India 1961, Vol. XIX, Part VI, no. 10 A Scio-Economic Study of Village Galibpur)

There are a number of interesting implications on this chart that should be explored. At some point the students should examine the ways that their lives are different from the people of Galibpur based solely on the evidence. With the teacher's assistance they might suggest effects of poverty on education, family life, entertainment, etc. The lesson might conclude with the students each freely adding to the following statement: "If I lived in Galibpur, I would most miss . . ."

4. Though untouchability is officially outlawed, tradition, particularly in the villages, is still a stronger force than law. Those ex-untouchables who have taken advantage of their changed status still suffer from discrimination and confusion.

The progress and the plight of the now-free lowest class of Indian society provide the interested teacher with endless possibilities for developing value-related lessons. There are a number of themes that can be emphasized. Among them is the relationship between law and human nature. Students need to recognize that countries with cultures that date back many centuries cannot introduce significant changes simply

through legislation. The following brief dialogue, together with an interview technique and an alternative-consequences exercise, can serve as a starting point in discussion of this issue:

"But why are you so angry?" I ask mildly as soon as I can get in a word.

"Why?" she repeats. "The government has given land to Harijans in this village. The result is that they will not do our work. And now I, a Jat woman" (with heavy emphasis on the word Jat) "I have to dirty my hands and do this work making cowdung cakes. Is this a Jat's work?"

"But don't you want the condition of the Harijans also to improve?" I ask.

"Why should it?" is the forceful reply with the full weight of conviction behind it. "Harijans were born to do menial jobs. God made them such, and they should be allowed to continue as such. Am I meant for this - do I deserve it?" and she holds out her dirty hands to invite sympathy.

(Source: Blossoms in the Dust, p 110.)

There is fruitful material in the accounts of ex-untouchables who are trying to find their place in Indian society today. Their problems, insecurities, and frustrations have an interesting parallel in the lives of adolescent students. They too are trying to "pass." The following is only an example of the rich resources available:

> If a man conceals his caste, sooner or later it is discovered, and then he suffers a lot. There was a Mahar, a contractor who got rich. He told everybody he was a Mahratta. He lived in a caste Hindu community and never disclosed his caste. But then his daughter died. The custom is that your relatives must come to prepare the body, not yourself or a stranger. But nobody came. No Mahrattas came of course. He had cut himself off from his relatives, so they didn't come. Some of his friends and neighbors came and said to him: "How is it nobody is here? Call your nearest relative now, right away!" In desperation he finally called on some of his old people to come to lift the body. When they came, the neighbors recognized them from their clothes, their language, and the way they talked, and his caste was disclosed. He suffered. We say to such a man, "You see, you wanted to be a Brahman or a Mahratta, why should we feel

sympathy for you?"

(Source: Harold Isaacs, India's Ex-Untouchables (Day), pp 145-146)

An increasing number of ex-untouchables are turning to writing poetry and fictionalized accounts of their dilemma. This is another excellent resource.[13]

5. The economic and social gaps that divide the people of India are much greater than those that separate the people of the United States.

There are many ways of approaching the theme of unity and diversity in India. Pictures that indicate the variety of racial features, clothing, and economic status provide a good introduction. A technique that will help students to question their own values while exploring this issue involves the use of six to eight brief descriptions of Indian young people as found in Edward Rice's Mother India's Children. Broken up into groups of two or three, the students are asked to examine the life styles depicted in the distributed materials. Their assignment is to rank the life styles in order of acceptability to them. After each individual has completed his personal ranking, he is asked to share his views with the other members of the group. After some group discussion, the teacher might ask each student to contribute an "I learned" statement. The lesson might conclude with the teacher leading a short discussion focusing on the elements of diversity that were revealed by the descriptions and the student comments.[14]

IV. EVALUATION

Evaluation means more than testing. It suggests the assessment of student growth through daily observations of student attitude, oral responses, and written contributions. At times it makes use of objective instruments, but often it is a highly personal judgment by an adult of a student's performance.

Recognizing that formal testing can never replace other forms of teacher evaluation, it is still important that written examinations measure what has been taught. The inquiry approach requires, not only changes in teaching methods; it also necessitates a reassessment of one's testing procedures. In constructing tests for the India unit, for example, the teacher should review the objectives he used in planning his lessons. He should determine what information was taught, which skills were emphasized, and what attitudes were developed. He should then select the type of question that best evaluates each aspect of the course.

A. If the teacher made clear which terms or concepts he expected the students to know, he may simply test their memories of specific definitions. The fill-in question is an appropriate way of measuring such information. The simplest method is to give the definition and have the students fill in the correct concept. Fill-ins may also be used to test recall of important dates, names, or other significant information. For example, if the teacher feels that students should be familiar with the names of some of the regional languages of India, and he previously indicated the importance of this information, he may use a fill-in

question asking students to give the names of a specified number of such languages.

B. If specific skills were taught, they should be tested. Process ones such as categorization, inference-making and hypothesis-testing may all be assessed through carefully-prepared short-answer questions. For example, if in the discussion of the effects of a regional language pattern on India, the teacher taught students to categorize their answers under economic, political, and social effects, he might provide a list of the effects of the caste system on the nation. The students would then be asked to categorize these under similar headings. In this example, the teacher would be testing for skill mastery rather than memory.

C. During the unit the teacher probably developed a number of understandings. To test whether students can see the relationship between raw data and understandings, a question might be constructed that lists five understandings in one column and supporting data for each one in another. Students could be asked to match the understanding to the item with the information that supports it. To make the question more challenging the second column should have items for which there are no correct answers in the first column thus providing a matching question with unequal columns.

D. To test whether students grasped the significance of an understanding, a question requiring them to apply that understanding to new data may be used. For example, if the students learned that a person's deepest feelings are influenced by his culture, the students might be given a short reading that had not previously been used in class which

describes the attitude of a specific Indian individual. The students might be asked to explain why this person held the views that he did. A correct answer would include some mention of the influence of culture on his outlook. An incorrect answer, on the other hand would neglect to mention cultural influences in accounting for his views. Although this type of question takes time to construct, it may provide the best method of determining how well the central ideas in the unit were absorbed.

E. In addition to readings; charts, maps, pictures, and graphs may be used as data. If students had learned that there are wide gaps between social and economic classes in India, they could be asked to test the validity of that understanding using only the information supplied in a graph or chart provided.

F. Many aspects of the unit can be tested by using the flexible and easily-scored multiple choice question. It should be used only to test reasoning ability, not memory. If the teacher expects students to know that Nehru was the first prime minister of independent India, he should ask that directly in a fill-in and not place his name with three others in a multiple choice question. On the other hand, he can profitably use this type of question to test students' ability to interpret, analyze and synthesize.

Test construction is an important, though badly neglected, aspect of secondary education. Although teachers should continue to plan new and innovative approaches to instruction, it is also vital that they show equal concern for the types of evaluation that these new methods demand.[15]

NOTES

[1]The inquiry method is discussed in many different books. One of the best is: Barry K. Beyer, Inquiry in the Social Studies Classroom: A Strategy for Teaching (Columbus: Charles Merrill, 1971).

[2]See Norris Sanders, Classroom Questions (New York: Harper and Row, 1966) or Francis P. Hunkins, Questioning Strategies and Techniques (Boston: Allyn and Bacon, 1972).

[3]The definitions used here follow those in: James G. Womack, Discovering the Structure of the Social Studies (New York: Benziger, 1966).

[4]For a brief introduction Robert F. Mager's Preparing Instructional Objectives (Palo Alto: Fearon, 1962) is still useful. But the field has developed so rapidly that the teacher should become familiar with the current research.

[5]The transparency set "Monsoons and Indian Society" published by Scott Foresman is inexpensive and a perfect resource for this exercise. The more elaborate "Alpha Map Transparencies: South Asia" is also excellent. This set by Allyn and Bacon has thirty-two maps and overlays covering every aspect of geography and contemporary life.

[6]The Cross Cultural Study Prints (InterCulture Associates, Box 277, Thompson, Conn. 06277) is a very inexpensive resource ($2.00 for 31 prints). For this exercise the best pictures include: I, 4,6,12; II, 2,5,6,8,9; III, 9. A great buy!!

[7]The Foreign Area Materials Center of the New York State Education Department has an interesting slide collection that traces changes in an Indian village: Kishan Garhi Village: A Generation of Change.

[8]William and Charlotte Wiser, Behind Mud Walls 1930-1960 (Los Angeles: University of California, 1971). This latest edition of the Wisers' book contains a sequel describing their return to Karimpur in 1970. This is a rich resource for developing comparative materials.

[9]The complete questionnaire can be found in Census of India 1961, Volume IX, Madras, Part VI, Village Monographs: Ayyahgarkulam. In addition to the questionnaire, this volume contains a wealth of useful information about this small village in South India. It is one of a series of village surveys available from InterCulture Associates.

[10]The catalogue from InterCulture Associates suggests a wide variety of possible sources. The following are examples of some useful books of this kind:

India 1969: A Reference Annual - Over six hundred pages of summary data about the country that a teacher would have difficulty finding anywhere else.

Mirmal Kumar Bose, (ed.) Data on Caste in Orissa - One of many available in Anthropological Survey of India series, this one contains examples of caste rules, village assembly decisions on caste matters and considerable information about the different castes in Orissa.

Peasant Life in India: A Study in Indian Unity and Diversity A nationwide study of various aspects of peasant life including information on housing, dress, village organization, and types of farming implements used.

[11]While there are many excellent Indian history books, there are only a few that contain suitable data for inquiry lessons. The readings in many anthologies are too long and difficult. Even the excellent books in Heath's Problems in Asian Civilizations series are appropriate only for advanced students, and then in small doses. Two that have valuable materials on important subjects are:

Ainslee T. Embree (ed.), 1857 in India

T. Walter Wallbank (ed.), The Partition of India

The teacher will find Wm. Theodore deBary's fine Sources of Indian Tradition useful for his own reading. Hyman Kublin's India: Selected Readings (Houghton Mifflin) has some very provocative short selections on about a ninth grade reading level. The inexpensive India: Yesterday and Today, edited by Clark D. Moore and David Edridge, also has some good selections, but not appropriate for slow readers without editing.

[12]Values Clarification (New York: Hart, 1972) by Sidney Simon, Leland Howe and Howard Kirschenbaum and the earlier Values and Teaching (Columbus: Charles Merrill, 1966) by Louis Raths, Merrill Harmin, and Sidney Simon are the two basic books on values education. For an imaginative teacher Values Clarification is an absolute must!!! It may open up a whole new world!!!

[13]The last section of J. Michael Mahar, (ed.), The Untouchables in Contemporary India (Tucson: University of Arizona Press, 1972) discusses the emergence of this new group of authors and provides some interesting excerpts from their writing. Teachers will find an array of interpretative material, charts, and maps in other sections of this book that survey very thoroughly the present status of the untouchables.

[14]In Mother India's Children (New York:Friendship & Orbis, 1971), Edword Rice provides pictures and short descriptions of twenty Indian young people. Simply written, this little gem has many uses in classes discussion values. In the same line are Anees Jung's three pamphlets, They Live in India published by the Educational Resources Center of the New York State Education Department.

[15]Measurement and Evaluation in Psychology and Education (Wiley) by Robert L. Thorndike and Elizabeth Hagen provides a very thorough introduction to testing. Evaluation in Social Studies, the thirty-fifth yearbook of the National Council for the Social Studies (1965), has a number of excellent articles on test construction. Sanders' Classroom Questions shows in simple fashion how to construct test questions that require students to use their reasoning on the different levels of a taxonomy. This short book is another must!

Population Range	Number of Villages Electrified					Total Number in India
	1951	1956	1961	1966	1968	
Up to 9,999	3,580	9,886	25,358	44,380	60,932	567,217
10,000-49,999	600	1,140	1,590	1,810	2,022	2,114
50,000-100,000	115	136	138	139	139	139
Over 100,000	102	104	106	107	107	107
Total	4,397	11,266	27,192	46,436	63,200	569,577

(These figures include towns and cities. Source: India 1969: A Reference Annual, Ministry of Information and Broadcasting, Government of India, p. 288.)

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